

District

Reading Improvement Plan

Supporting
Performance Plus
&

SB230



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District: _____

Contact Person: _____

E-Mail Address: _____

Purpose:

State your district's purpose in establishing a reading plan, based on an assessment of need, for all students to reach reading proficiency.

Goals for Proficiency:

Outline measurable performance goals for **all** students to reach proficiency utilizing the Utah Elementary Language Arts Core Curriculum (*district goal/s, school goal/s, grade level goal/s*).

Performance Standards:

Describe standards and indicators within the Utah Elementary Language Arts Core Curriculum that will be targeted in your plan (*critical standards are phonemic awareness, phonics, fluency, vocabulary, and comprehension*).

Assessment:

List specific assessments and procedures to be utilized in measuring student progress and determining annual gain and/or growth scores in reading at each grade level (*districts need to establish the use of ongoing assessments to screen, diagnose, and monitor progress leading to proficiency*). If after 36 months districts fail to meet stated goals, the school district shall terminate any levy imposed under Section 53A-17s-151. An annual report on growth in student proficiency is required.

Explain how you will communicate to parents student progress in mastering grade level standards and indicators.

Instructional Delivery and Materials:

Describe how you will ensure a seamless system of instruction within and across grade levels.

Summarize the Scientifically Based Reading Research (SBRR) on the instructional strategies to be utilized in the implementation of your plan.

List the instructional materials to be used in implementing your plan and their alignment to SBRR practices.

Differentiation and Intervention:

Describe how your plan will use the *Utah K-3 Literacy Framework for Instruction and Intervention* in providing differentiation and intervention for all students.

Provide details regarding specific interventions and intervention procedures for struggling readers (*refer to the Three-Tiered Model within the Utah K-3 Literacy Framework as a guide to intervention*).

Professional Development:

Describe your professional development plan based on student data to ensure staff is highly qualified to provide reading instruction.

Parent Involvement:

Describe how will you encourage parent involvement and provide training to support literacy improvement.

Budget:

Describe how your budget adequately supports your plan while demonstrating the use of funds without supplanting (see attached budget sheet).

Timeline:

Include a timeline of specific actions for implementing your plan.